

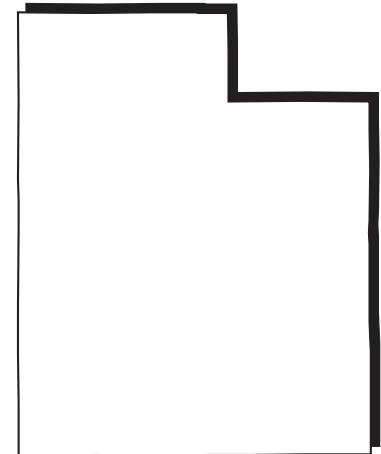
textbook alignment to the

Utah Core Curriculum Geography for Life

McDougal Littell

World Cultures and GEOGRAPHY

Eastern Hemisphere



Textbook Alignment to the Utah Core – Geography for Life

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes ☒ No ☐

Name of Company and Individual Conducting Alignment: McDougal Littell and McHugh & Associates, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Geography for Life Core Curriculum

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Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will understand the world in spatial terms.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.1: Use maps and other geographic tools to acquire information from a spatial perspective.				
a.	Explain the differences between major types of map projections.	SE/TE: A3 Add'l TE: A3		
b.	Examine characteristics of maps and globes such as latitude, longitude, great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system, and time zones.	SE/TE: <i>Found throughout text. See, for example:</i> A1-A7, 34, 38, 43-45, 74, 94, 99, 108-109, 130, 158, 227, 255, 291, 436-437, 453, 458, 466-467, 523, 540-541, 591, 679, R20-R23, R27 Add'l TE: <i>Found throughout text. See, for example:</i> A1-A7, 38, 74, 94, 99, 108-109, 130, 158, 227, 255, 291, 436-437, 453, 466-467, 523, 540-541, 591, 679		
c.	Explain selected map concepts, including rotation, revolution, axis, seasons, solstice, equinox, and the earth/sun relationship of weather patterns.	SE/TE: 41-44, 454, 455 (Connect), 456-457 Add'l TE: 41-44, 454, 455, 457		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<p>d. Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic Information Systems (GIS).</p>	<p>SE/TE: <i>Found throughout text. See, for example:</i> 10 (Vocabulary), 11-15, 16, 17-18, 55 (Standards Based Assessment, GeoActivity #3), 62, 74 (Connect), 106-109, 153, 191, 246, 287, 345, 397, R23</p> <p>Add'l TE: <i>Found throughout text. See, for example:</i> 3, 11, 15, 16, 17, 55, 62, 74, 94, 106-109, 153, 191, 246, 287, 345, 397</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.2: Explore the concept of mental maps to organize information about people, places, and environments.				
a.	Define mental mapping.	<p>SE/TE: <i>Opportunities to address this standard can be found on the following pages: 23 (GeoActivity #3), 55 (GeoActivity #3), 151 (GeoActivity #3), 189 (GeoActivity #3), 213 (GeoActivity #3), 259 (GeoActivity #3), 285 (GeoActivity #3), 311 (GeoActivity #3), 343 (GeoActivity #3), 369 (GeoActivity# 3), 395 (GeoActivity #3), 431 (GeoActivity #3), 465 (GeoActivity #3)</i></p> <p>Add'l TE: <i>Opportunities to address this standard can be found on the following pages: 23, 55, 151, 189, 213, 239, 285, 311, 343, 369, 395, 431, 465</i></p>		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<p>b. Appraise mental maps, from simple to complex.</p>	<p>SE/TE: 23 (GeoActivity #3), 55 (GeoActivity #3), 151 (GeoActivity #3), 189 (GeoActivity #3), 213 (GeoActivity #3), 239 (GeoActivity #3), 285 (GeoActivity #3), 311 (GeoActivity #3), 343 (GeoActivity #3), 369 (GeoActivity #3), 395 (GeoActivity #3), 431 (GeoActivity #3), 465 (GeoActivity #3)</p> <p>Add'l TE: 23, 55, 151, 189, 213, 239, 285, 311, 343, 369, 395, 431, 465</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.3: Analyze the spatial organization of people, places, and environments on the earth's surface.				
a.	Describe the importance and role of location in geographic studies.	SE/TE: 4, 5-7, 9 (#1), 173 (#6), 380 (Connect), 594 (#29), 820 (#30) Add'l TE: 4, 5-7, 9, 173, 380, 584, 612		
b.	Apply the geographic mode of inquiry (What? Where? How? And So What?) to world regions.	SE/TE: 47 (GeoActivity), 170 (Connect), 342 (Essential Question), 464 (Essential Question) Add'l TE: 47, 170, 342, 464		
c.	Evaluate the locational importance of human and natural resources using maps, satellite images, and databases.	SE/TE: 10, 14-15, 16, 18, 20, 56-57, 58, 59-63, 64-65, 66, 67, 68-71, 72, 73-77 Add'l TE: 10, 14-15, 16, 18, 20, 56-57, 58, 59-63, 64-65, 66, 67, 68-71, 72, 73-77		
d.	Define absolute and relative location, recognizing political and physical boundaries.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 4, 6 Add'l TE: <i>Opportunities to address this standard can be found on the following pages:</i> 4, 6		

STANDARD II: Students will understand the human and physical characteristics of places and regions.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.1: Interpret place by its human and physical characteristics.				
a.	Examine human characteristics, including language, religion, population, political and economic systems, and quality of life.	SE/TE: <i>Found throughout text. See, for example:</i> 58-59, 69-70, 88, 92-93, 94-95, 200, 314, 388, 490, 492-493, 569 (Comparing), 626, 658, 688, R39, R40-R41, R42-R43, R44-R45, R46-R47, R48-R49, R50-R51, R52-R53, R54-R55 Add'l TE: <i>Found throughout text. See, for example:</i> 58-59, 69-70, 88, 92-95, 200, 314, 388, 490, 492-493, 569, 626, 658, 688		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<p>b. Investigate physical characteristics such as landforms, climates, water cycle, vegetation, and animal life.</p>	<p>SE/TE: <i>Found throughout text. See, for example:</i> 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50, 72, 75, 88, 91-93, 108, 160, 202-203, 208-209, 210-211, 258-259, 278-279, 304, 108, 122-123, 186 (#6), 203, 242, 257-258, 331-334, 336, 320, 434, 478, 512, 540, 552-553, 562, 568-569, 570, 593, 600, 602 668, 648-649, 668, 680-681</p> <p>Add'l TE: <i>Found throughout text. See, for example:</i> 34-35, 36-37, 38-39, 40-41. 42-43, 44-45, 46-47, 48-49, 50, 72, 75, 88, 91-93, 108, 122-123, 186, 203, 242, 257-258, 331-334, 336, 320, 434, 478, 512, 540, 552-553, 562, 568-569, 570, 593, 600, 602, 621, 648-649, 668, 680-681</p>		
<p>c. Recognize that places change over time.</p>	<p>SE/TE: <i>Found throughout text. See, for example:</i> 6, 67-71, 97, 99-100, 102 (#14-16, 20-21, 24), 127-131, 135-141, 143-148, 193-197, 491-497, 557-563, 623-629</p> <p>Add'l TE: <i>Found throughout text. See, for example:</i> 6, 67-71, 97, 99-100, 102, 127-131, 135-141, 143-148, 193-197, 491-497, 557-563, 623-629</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.2: Assess how people create regions to interpret the earth's surface.				
a.	Recognize how peoples create regions to understand a large, complex, and changing world.	SE/TE: 4, 6-7 Add'l TE: 4, 6-7		
b.	Characterize the similarities and differences within and between regions.	SE/TE: 6-7, 160-161, 276-277, 384-385, 486 (#28), 524 (Comparing), 553 (Comparing), 575-576 Add'l TE: 6-7, 160-161, 276-277, 384-385, 486, 524, 553, 575-576		
Objective 2.3: Evaluate how culture and experience influence the way people live in places and regions.				
a.	List and define components of culture; e.g., race, gender roles, education, religion.	SE/TE: 66, 70-71, 86-87, 88, 89-95, 102 (#11-12) Add'l TE: 66, 70-71, 86-87, 88, 89-95, 102		
b.	Explain the effects of cultural diffusion from country to country.	SE/TE: 70-71, 96, 99-100, 102 (#7, 14, 16, Essential Question) Add'l TE: 70-71, 96, 99-100, 102		

STANDARD III: Students will understand how physical processes shape the earth's surface.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.1: Examine the physical processes that shape the earth's surface.				
a.	Examine the role of plate tectonics in shaping the earth's surface.	SE/TE: 24-25, 26-31, 54 (#1, 6, 12), 55 (GeoActivity), 330 (Distinctive Landforms), 449, 618 (Connect) Add'l TE: 24-25, 26-31, 54-55, 330, 449, 618		
b.	Assess the external forces of weathering and erosion.	SE/TE: 26 (Vocabulary), 32-33, 54 (#7, 13) Add'l TE: 32-33, 54		
c.	Explain the factors that combine to shape climatic and vegetation patterns on earth.	SE/TE: 40 (Vocabulary, Reading Strategy), 42-45, 50-51, 54 (#18), 122-123, 257-258, 259 (#4), 649, 662 (#16) Add'l TE: 42-45, 50-51, 54, 122-123, 257-259, 649, 662		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.2: Assess the characteristics and locations of ecosystems.				
a.	Identify the characteristics of ecosystems.	SE/TE: 40, 45, 46-47, 331, 252, 257-258, 328, 332, 682-683, 714 Add'l TE: 40, 45, 46-47, 331, 252, 257-258, 328, 332, 682-683, 714		
b.	Use geographic tools to identify the location and distribution of global ecosystems.	SE/TE: 57, 314, 333, 434 Add'l TE: 57, 314, 333, 434		
c.	Compare regions of the earth with similar physical features, such as semiarid regions in Utah with other semiarid regions of the world.	SE/TE: 44, 122-123, 257, 384-385, 592 (Comparing) Add'l TE: 44, 122-123, 257, 384-385, 592		

STANDARD IV: Students will understand how human activities shape the earth's surface.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 4.1: Analyze the characteristics, distribution, and migration of human populations on the earth's surface.				
a.	Describe how physical environments provide geographic advantage or disadvantage.	SE/TE: 61, 64-65, 258 (Abundant Natural Resources), 526-527, 547, 554-555, 592, 594 Add'l TE: 61, 64-65, 258, 526-527, 547, 554-555, 592, 594		
b.	Examine the importance of water to settlement patterns.	SE/TE: 35-37, 61-65, 212 (Essential Question), 334, 345, 415 (#7), 446, 447 (Animated Geography), 458, 459 (#7-8), 469, 555 (#7), 707 (Connect) Add'l TE: 35-37, 61-65, 212, 334, 345, 415, 446, 447-448, 469, 555, 707		
c.	Explain why people who modify their physical environment in one place cause change in other places.	SE/TE: 172, 293, 369 (GeoActivity #1), 448, 449 (#8) Add'l TE: 172, 293, 369, 448-449		
d.	Investigate how people adapt to their environment.	SE/TE: 97, 119-120, 172, 363, 368 (Essential Question), 552, 594 Add'l TE: 97, 119-120, 172, 363, 368, 552, 594		

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Objective 4.2: Analyze economic interdependence among regions and countries.				
a.	Examine economic networks, from local to global.	SE/TE: 72, 75, 109, 216, 219, 246, 266-267, 278, 281, 304, 307, 317, 512-514, 576, 579-580, 635-638, 716 (#7) Add'l TE: 72, 75, 109, 216, 219, 246, 266-267, 278, 281, 304, 307, 317, 512-514, 576, 579-580, 635-638, 716		
b.	Assess how nations and cultures are linked through transportation, communication, language, currency, goods, and services.	SE/TE: 75-77, 94-95, 100, 188 (#27), 231 (#8), 265 (#8), 266-267, 284 (#30), 296, 298-299, 372-375, 405-406, 552, 566, 569, 607 Add'l TE: 75-77, 94-95, 100, 188, 231, 265, 266-267, 284, 296, 298-299, 372-375, 405-406, 552, 566, 569, 607		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 4.3: Investigate various forms of governance and how they affect peoples and landscapes.				
a.	Compare and contrast political systems within world regions.	SE/TE: 78, 79-81, 84 (#22), 126-127, 131, 264 (#7), 280 (Comparing), 376 (Comparing), 508, 509-510, 578 (Comparing), 608 (Comparing), 634 (Comparing), 687 (Comparing) Add'l TE: 78, 79-81, 84, 126-127, 131, 264, 280, 376, 508, 509-510, 578, 608, 634, 687		
b.	Determine the role of government in contemporary and historical world issues.	SE/TE: 78, 79-82, 177 (Connect) Add'l TE: 78, 79-82, 177		

STANDARD V: Students will understand the interaction of physical and human systems.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 5.1: Explore how humans change the environment and how the environment changes humans.				
a.	Evaluate the role of technology in modifying the physical environment.	SE/TE: 295, 447 (Animated Geography) Add'l TE: 295, 447		
b.	Explain how historical events affect physical and human systems.	SE/TE: 129-130, 140 (Connect), 144-146, 220, 226, 234, 295 (Nuclear Testing), 380, 400, 418, 497, 526-527, 563, 599-600 Add'l TE: 129-130, 140, 144-146, 220, 226, 234, 295, 380, 400, 418, 497, 526-527, 563		
c.	Discuss regional issues; e.g., desertification, deforestation, pollution.	SE/TE: 48, 51-52, 328, 332 (Connect), 581, 593 Add'l TE: 48, 51-52, 328, 332, 581, 593		
d.	Predict the potential effect of human modification on the physical environment.	SE/TE: 259, 295, 581, 681 Add'l TE: 259, 295, 581, 681		

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Objective 5.2: Assess the importance of natural and human resources.				
a.	Describe the roles of natural and human resources in daily life.	SE/TE: 124-125, 502 (Comparing) Add'l TE: 124-125, 502		
b.	Identify worldwide distribution and use of human and natural resources.	SE/TE: 109, 124-125, 213 (Standards-Based Assessment #1-2), 246, 311 (Standards-Based Assessment #1-2), 335, 421, 437, 467, 495, 541, 595 Add'l TE: 109, 124-125, 213, 246, 311, 335, 421, 437, 467, 495, 541, 595		
c.	Compare and contrast the use of renewable and nonrenewable resources.	SE/TE: 124-125 Add'l TE: 124-125		
d.	Evaluate the role of energy resources as they are consumed, conserved, and recycled.	SE/TE: 124-125, 308 Add'l TE: 124-125, 308		

STANDARD VI: Students will use geographic knowledge to connect to today's world.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 6.1: Apply geographic concepts to interpret the past.				
a.	Apply an understanding of cultures as an integrated whole including traditions, behavior.	<p>SE/TE: <i>Found throughout the text. See, for example:</i> 131, 132-133, 156, 158, 164, 166-167, 171, 177, 182, 184, 186, 204-205, 218, 221-222, 226, 228-229, 269-275, 301, 303, 350-351, 358, 363-364, 380, 382-383, 388, 391-392, 413-414, 419, 426, 428, 484, 499-505, 525, 530-532, 567-573, 626-627</p> <p>Add'l TE: <i>Found throughout the text. See, for example:</i> 131, 132-133, 156, 158, 164, 166-167, 171, 177, 182, 184, 186, 204-205, 218, 221-222, 226, 228-229, 269-275, 301, 303, 350-351, 358, 363-364, 380, 382-383, 388, 391-392, 413-414, 419, 426, 428, 484, 499-505, 525, 530-532, 567-573, 626-627</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
b.	Explain why and how individuals, groups, and institutions respond to continuity and change.	SE/TE: 51 (Analyzing Primary Sources), 66, 70-71, 97, 148 (Connect) Add'l TE: 51, 66, 70-71, 97, 148		
c.	Relate economic development to the distribution of resources.	SE/TE: 73, 75-77, 335, 420 (Connect), 640 (#29) Add'l TE: 73, 75-77, 335, 420, 640		
d.	Recognize that both human choices and natural events have consequences.	SE/TE: 27, 30-33, 348 (Connect), 359 (#8), 369 (GeoActivity #1), 377 (#8), 392 (#8), 449 (#8) Add'l TE: 27, 30-33, 348, 359, 369, 377, 392, 449		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 6.2: Apply geographic concepts to interpret the present and plan for the future.				
a.	Examine how the unequal distribution of resources affects economic development.	SE/TE: 52, 73, 75-77, 640 (#29) Add'l TE: 52, 73, 75-77, 640		
b.	Investigate career opportunities available through the application of geography skills and concepts.	SE/TE: 16, 17-20, 21 (Name Game #7, 10), 22 (#10, 19-22, 26), 23 (GeoActivity #2) Add'l TE: 17-20, 21, 22-23		
c.	Participate in community activities respecting the environment and personal property.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 81-82</i> Add'l TE: <i>Opportunities to address this standard can be found on the following pages: 81-82</i>		